

New Roots Charter School is now accepting applications from teachers who would like to be part of our founding faculty.

We anticipate hiring experienced New York State certified secondary teachers for these 9<sup>th</sup> and 10<sup>th</sup> grade teaching positions:

English  
Social Studies (Global Studies I and II)  
Mathematics  
Earth Science  
Biology  
Spanish

We anticipate hiring NYS certified teachers for the following part-time positions:

Special Education Coordinator/Teacher  
Reading Specialist

We will hire a combination of part and full time faculty in the following areas:

Health  
Music  
Art  
Wellness  
Physical education  
Outdoor Education

We have the option of hiring a small percentage of teachers who are not New York State certified at the secondary level, but who have other types of experience that make them exceptionally well-qualified. Please do not hesitate to send your resume to us for review at [newrootschool@gmail.com](mailto:newrootschool@gmail.com) if you are not NYS certified but have experience and skills that you feel are relevant to our mission, or the teaching that you'd like to do doesn't fall into one of these categories. New Roots will be looking for opportunities to put the diverse talents of people in our community to work in service of our youth!

A sustainable community is a diverse, inclusive network of people. New Roots Charter School is an equal opportunity employer—applicants will be considered solely on the basis of qualifications and ability, without regard to race, religion, color, sex, age, national origin, sexual orientation, disability, or veteran status.

The description that follows will orient you to the general responsibilities and qualifications of a teacher at New Roots Charter School. Descriptions of specific roles will be available as we determine our staffing needs, based on the interests and needs of students enrolled, this spring.

**Teacher Responsibilities:**

- A. Effectively instruct and inspire students in assigned content area(s) with the overall goal of engaging student learning.
- B. Work as part of interdisciplinary team and within content areas, planning and aligning curricula to ensure that instruction follows curriculum guidelines or requirements of state and school.
- C. Identify clear short-term and long-term learning outcomes to guide instruction.
- D. Develop weekly and long range plans containing standards, essential questions, learning outcomes, assessments and lesson plans; assign projects and review student work.
- E. Consistently assess student progress, record results, and issue meaningful reports to inform parents of progress.
- F. Create and implement student intervention plans when necessary.
- G. Facilitate a culturally-responsive, anti-racist classroom and school environment.
- H. Maintain the school's student management policies and procedures (i.e. attendance records, etc.) and report to the school administrators when necessary.
- I. Maintain effective supervision and discipline in the classroom.
- J. Work with other teachers and administrators to address and resolve student issues.
- K. Provide necessary accommodations and modifications for growth and success of all students.
- L. Participate in faculty and professional meetings, educational conferences, and teacher training workshops.
- M. Lead and participate in student activities such as: sponsoring student activities or student organizations, coaching a sports team, working with parents and the community as part of a committee or group, provide morning or after school supervision, and chaperoning student activities.
- N. Abide by all state and federal mandates in reporting sexual or physical abuse and neglect.
- O. Special projects and duties outside of primary teaching responsibility.

**Qualifications:**

- A. Master's degree desirable; Bachelor's degree required.
- B. NYS certification in relevant subject area and/or meets definition of "highly qualified" instructor.

- C. Solid knowledge of subject matter, including New York State Standards.
- D. Experience with and commitment to working with racially, culturally, ethnically and economically diverse populations.
- E. Ability to read and analyze student data in order to refine instructional strategies.
- F. Excellent verbal and written communication skills are essential.
- G. Passion and skills to create a school that stands apart from other public high schools: a learning environment that is highly motivating, supportive, and rigorous.
- H. Willing to work within public school requirements for positive change.
- I. A commitment to high expectations for self, students and staff team.
- J. Ready and able to work creatively with faculty team to meet the academic and personal needs of students.
- K. Eager and able to collaborate with faculty team to plan and deliver thematic semester-long projects integrating all subjects.
- L. Desire to integrate multiple subject areas into your own content area.
- M. Ability and interest in constructivist, investigation-based learning.
- N. Enthusiastic to design and teach a challenging project-based curriculum with outcomes meeting New York State Learning Standards.
- O. Comfortable practicing differentiated instruction in the classroom, teaching grades 9, 10, 11 and 12 with widely differing ability levels among the student body.
- P. Willing to use the world and region as your textbook.
- Q. Willing to co-lead small groups on multi-day trips.
- R. Interested in having life-changing relationships with students that are empathetic, supportive, challenging and meaningful.
- S. A commitment to frequent communication with families.
- T. Experience in project-based teaching and learning at the high school level.
- U. Multiple subject endorsements as a high school teacher highly desirable.

V. Up-to-date knowledge of educational technology and applications.